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COLLEGE OF EDUCATION AND LANGUAGE STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

**Gender Difference in principals' Leadership Effectiveness of Government
Secondary Schools in Arada Sub City of Addis Ababa.**

**Final Thesis Summated to Department of Education Planning and Management in
Partial Fulfillment of the Requirements for the Degree of Masters of Educational
Leadership and Management.**

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June, 2025

DECLARATION

I hereby declare that this thesis entitled “Gender Difference in principals ‘Leadership Effectiveness of Government Secondary Schools in Arada Sub City of Addis Ababa” has been carried out by me under the guidance and supervision of Dr. Befekadu Zeleke.

The thesis is original and has not been submitted for the award of any degree or diploma to any university or institutions.

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CERTIFICATE

This is to certify that the thesis entitles “*Gender Difference in principals ‘Leadership Effectiveness of Government Secondary Schools in Arada Sub City of Addis Ababa*”, submitted to Addis Ababa University College of Education and Language Study award of the Master of Art of Educational Planning and Management and is a record of bonafide research work carried out by Mr. Yimesgen Gizaw Tadesse under our guidance and supervision. Therefore, I hereby declare that no part of this thesis has been submitted to any other university or institutions for the award of any degree or diploma.

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Abbreviations and Acronyms

ESDP - Education Sector Department Plan

MoE - Ministry of Education

MLQ - Multifactor Leadership Questionnaire

FRLM - Full Range Leadership Model

SD - Standard deviation

SPSS - Statistical Package for Social Science

Abstract

The purpose of the study was to investigate the difference in leadership effectiveness between male and female principals. The study specifically focused on examination of the difference in leadership styles of transformational, transactional and laissez-faire leadership style across male and female principals by indicating the leadership style most dominantly adopted by each gender. The study was conducted in six governmental secondary schools found in the Arada sub city. The study sampled population of 190 teachers and 75 non-teaching staff in questionnaire and 6 principals, and 5 high school supervisors in interview. All the principals and high school supervisor were chosen by availability sampling while the teacher and non-teaching staff were selected by simple random sampling method. The study employed an explanatory sequential mixed research design that consist of quantitative and qualitative methods. In quantitative analysis, descriptive survey was used to compute mean and standard deviation whereas inferential statistics such as independent t test (compare the mean of the leadership styles across gender) and moderated regression (predict the effect of gender on the relationship between leadership style and leadership effectiveness) The finding of the study indicated that significant difference existed between female and male leaders related to most of the transformational and transactional leadership styles and no significant difference existed between female and male principals related to almost all activity under laissez-faire leadership style. Therefore a great attention should be advocated to educational concerned bodies at each stage to identify strength in both female principals and male principals help to complement the strength in one gender to another to optimize leadership effectiveness through different programs such as in-service training and principal department programs.

Keywords: - Gender, leadership style and leadership effectiveness

CHAPTER ONE: INTRODUCTION

1.1 Background

School leadership has changed radically as countries transform their education systems to prepare young people to function in today's world of rapid technological change and economic globalization(OECD,2008). Curriculum developers, policymakers and school managers endeavor to improve school performance by providing instructional materials and other school facilities (Boonla & Treputtharat,2014) but their effort is not satisfactory without effective implementation of school leadership (Odubuker, 2007). Consequently, school leadership has been shown to be the second most important in-school factor affecting learning, after classroom teaching (Drewziecka & Roczniowska, 2018 and UNESCO 2018) because it improves the efficiency and equity of schooling by influencing the motivations and capacities of teachers, as well as the school climate and environment (Pont, Nusche & Moorman, 2008).

Leadership effectiveness as one of education quality determinant measures the extent to which a school is able to achieve its goals and objectives in terms of some robust indicators that evaluate school outcomes (Luyten, Visscher & Witziers, 2005). Successful educational leadership entails possessing the knowledge, skills and understanding of effective leadership skills along with the personal ability to effectively implement that skill (Shava, Tlou & Mpofo, 2017). Leadership effectiveness depends on a number of factors, where gender is one of a social construct that influence leaders to adapt expectations based on people's categorization of them as male or female (Eagly and Johannesen-Schmidt, 2001). As a result the quality of school leader is now considered an essential criterion for healthy school and his/her leadership styles and behavior put influence in the general school performance (Waweru and Orodho 2013. The major determinants of effective leadership include school climate, principals' job satisfaction, leadership style, management skills and personality traits (Malik, 2015). But this study rely on the most frequently used assumption developed by Yukl, (2006) who suggest effective leadership in terms of three determinants. These determinant include (1) task oriented behavior that only focuses on task oriented functions such as planning and work scheduling. (2) relations-oriented behavior in

which the leader concentrates on showing trust and confidence to subordinates; and (3) participative leadership where the leader uses more group or team supervision instead of supervising each and every individual alone.

The possibility that female and male differ in their typical leadership behavior is important because leaders' own behavior is a major determinant of their leadership effectiveness (Eagly, Johannesen-Schmidt & van Engen (2003). Regarding to gender – leadership relationship, the world has moved through different phases of department, in which the first belongs to the concept of “command-and-control” that prevailed into the 1980s, which was followed by “empower-and-track” through the mid 2000’s, and finally, “connect-and-nurture” which is the recent approaches (Buchanan, 2013).

In Ethiopia, school leader’s faces a lack of expertise in improving school quality. To overcome these problems, various reforms were made. These reforms include improving the leadership training program and updating leaders through in- service training and providing professional support. In spite of policy instruments and the commitment in ESDP IV to enhance the leadership competency, the capacity of leadership in implementing instructional leadership at the school level is not as expected (ESDP VI, 2020). Gender is one such variable that must be examined with regard to optimizing leadership effectiveness but there is a gap in policy in considering if and how gender relates to leadership and what makes a male leader versus a female leader successful. Therefore this study provide policy input such that identifying the strengths in male and female leaders allows primary schools to recognize the complementary leadership qualities that exist between genders and facilitating a more holistic approach to leadership department.

1.2 Statement of problem

Leadership effectiveness is prioritized as a key indicator of school effectiveness because strong leadership positively impacts teacher performance and enhances the overall school climate, which in turn influences student academic achievement (Lochmiller, 2025). A more comprehensive evaluation of school effectiveness should include evaluation of leadership of principals through multiple measures that include leadership core element and main leadership process (Grissom & Loeb, 2011). This comprehensive approach helps identify strengths and areas for improvement, ultimately leading to better support for principals and enhanced educational outcomes.

When studying the influence of gender on leadership effectiveness through leadership styles, it is essential to consider individual differences and contextual factors. The individual differences in leadership effectiveness can include personality traits, emotional intelligence, and personal values, while contextual factors may involve organizational culture, team dynamics, and situational challenges (Alharthi, 2024). This intersectionality gives for a more nuanced understanding of how different leadership styles may perform in various settings, rather than making broad generalizations based solely on gender. Understanding one's gender and preferred leadership style can significantly improve effectiveness by enabling leaders to customize their approach to align with their strengths and the specific needs of their team (Sedrine, Bouderbala & Nasraoui, 2024).

Research indicates that transformational leadership aligns with traditionally feminine traits such as inspiration and collaboration, while transactional leadership is associated with masculine characteristics like authority and compliance (Eagly et al. in 2003). Transformational, transactional leadership and laissez-faire leadership styles theories can be explored through the lens of gender than any of other leadership styles. This Full Range Leadership Model is often preferred in studies of gender-leadership relationships because it allows for a more comprehensive understanding of how different styles can complement each other (Price-Dowd, 2020) and allows evaluation of performance of leadership (Bass, & Avolio, 1993). In contrast, autocratic, democratic, and laissez-faire styles are more static and may not capture the complexities of modern leadership interactions and team dynamics (Business Leadership Today, 2025). This study employ Full Range Leadership Model because the leadership styles focus on the dynamic relationship between leaders and followers, emphasizing motivation and engagement (Project.co, 2024).

A large amount of researches were made worldwide about the effect of gender difference on leadership effectiveness. But most of them were conducted in non-educational sector. To your surprise there was only one research done by (Shiferaw, 2005) related to this specific topic locally, but it did not measure the impact of gender on leadership effectiveness using better assessment tool of leadership style and leadership effectiveness like the undergoing research that use MLQ for Leadership style and (Yukl's 2006) assessment construct for leadership effectiveness. In addition all the local study focused on factors affecting enrolment not on the leadership effectiveness of female principal's (Admasu and Belay, 2024, and *Woldegebriel, 2023*).

When female aware there are good through scientific evidence and research results, their leadership aspiration would increase that result to minimize the gender-gap in leadership at the sample secondary schools. Beside identifying and maintaining female leadership share the undergoing study add new point of view on how to get better school outcomes by utilizing leadership advantage based on gender. Furthermore, the investigations made in this study are helpful leadership effectiveness and used for leadership training leader department program. These were what initiated the researcher to conduct the study on the topic.

Basic Research questions

1. What is the extent of principal's leadership effectiveness in government secondary school of Arada sub city?
2. Which leadership styles are dominantly exhibited by male and female principals in government secondary school of Arada sub city?
3. To what extent does gender of principals affect the relationship between leadership style and leadership in government secondary schools in Arada sub city?

1.3 Objective

1.3.1 General objective

The main objective of this study is to investigate the effect of gender difference in leadership effectiveness in government secondary school of Arada sub city.

1.3.2 Specific objectives

1. To investigate the extent of principal's effectiveness in government secondary school of Arada sub city.
2. To identify the dominant leadership styles adopted by male and female principals in government secondary school of Arada sub city.
3. To investigate if gender of principals affects the relationship between leadership style and leadership effectiveness in government secondary schools in Arada sub city.

1.4 Significance of the study

By investigating the effect of gender difference in leadership effectiveness the study may give the following contribution.

- The study might help male and female leaders to see their failure and try improve their leadership styles.
- The study might have importance for Arada sub city to give training on the weak sides of both sex leaders to optimize the leadership effectiveness of leaders.
- The study might help MoE to revise policy strategy for leadership department program in which leaders could be trained with better leadership behavior that fit with school leadership.
- This study might serve as a stepping stone for further studies in the area for other researchers and fill the knowledge gaps in the area of female leadership.

1.5 Delimitation

It could be more comprehensive and reliable, if the study going to include non-governmental, secondary schools found in Arada sub city. A research is highly fruitful if it uses a wide range of data collection instruments, but the undergoing research was delimited to questionnaire, interview and document analysis. The study investigated the relationship between leadership style (independent variable) and dependent variable (leadership effectiveness) based on gender as moderating variable. The leadership styles asked restricted to transformational, transactional and laissez-faire leadership and other leadership styles were excluded. Moreover, the participants of the study were teachers and supportive staff member for questionnaire and school principal and high school supervisor in interviewees. The reasons for delimitations of all the above cases are to make the data collection and analysis more manageable and complete the study within specified available resources and time.

1.6 Limitations of the Study

The prominent limitations that might be faced were the followings.

1. The unwillingness of some respondents to fill out the questionnaire is due to fear of judgment, lack of interest, and time constraints. The researcher solved this problem by ensuring anonymity, simplifying the questionnaire to reduce time commitment, and clearly communicating the importance of the study to encourage participation
2. The lack of diverse leadership styles and perspectives due to the absence of all-female principals, which could skew the understanding of gender differences in leadership effectiveness. The researchers could include a broader range of leadership experiences by incorporating in depth interviews with existing principals.
3. External factor such as culture, ethnicity and work experience of leaders might affect the finding of the study. As much as possible, by selecting male principals who have similar culture, ethnicity, and work experience to the sampled female principals, the problem was minimized.
4. The last research limitations were a lack of local empirical studies, which can impact the relevance of results. The researcher could tackle this by depending on empirical evidence from other countries that share similar background with the issue.

1.7 Operational Definitions Key Terms

Arada Sub city: - one of the eleventh district of Addis Ababa, city administration.

Principal:- is the head administrator of a school, responsible for overseeing daily operations, managing staff, and ensuring a safe and productive learning environment for students.

Secondary school:- is according to Ethiopian educational structure, third cycle that includes 9-12 grade education.

Sub city:- an intermediate administration level between Addis Ababa city administration and 'wereda' administration.

Supporting staff:- in schools include various roles such as administrative assistants, custodians, cafeteria workers, and security personnel.

Vice principal:- is a school administrator who assists the principal in managing the school.

Wereda:- administration level under sub city.

1.8 Organization of the study

This study was organized in five chapters. Chapter one deals with the introductory part that includes background and statement of the problem, objectives, significance of the study, delimitation, limitation of the study and definition of key terms and organization of the study. It was provided with an overview of the study and offer rationale around the topic, particularly the reasons why the topic is worth exploring. Chapter two was about review of related literature, in this chapter the research questions begin to clarify, using literature review as the vehicle. It was assisted in giving a clear picture of what to expect in the investigation. Therefore, the purpose of this chapter is to give a clear understanding of the topic of the research. Whereas chapter three discussed the design and methodology under which, design of the study, the research method, data sources, sample population and sampling techniques, the type of instrument and data analysis techniques used were discussed. Chapter four provided presentation, analysis and interpretation of the gathered data by discussing of the sample population and its characteristics in order to understand the nature of the research findings. And in the last chapter the whole research project is considered. In this regard the researcher has given the summaries, conclusions and recommendation of the study. Finally, lists of reference materials used in the study, questionnaires and interview guides were attached to the research document.

CHAPTER TWO: REVIEW OF THE RELATED LITERATURE

In this chapter, broad pictures of the major factors affecting female leadership effectiveness and different model female leadership will be presented in the order of the basic questions of the study. This section of the research consists of the theoretical and empirical review. To see the theoretical part of the research, there is an effort to review the relevant work that has been made. The first segment of the literature review deals with the theoretical frame work of the study that includes many sub topics under it and the second part presents the empirical review.

2.1 The Concept and Definition of School Leadership

School leadership can encompass people occupying various roles and functions such as principals, assistance principals, supervisors, leadership teams, school governing boards and school level staff involved in leadership tasks (Pont, 2008). In supporting this, Darling-Hammond (2010), explained school leadership is a process that involves influencing the school societies that is, teachers, parents, community, students and other by one person or group of peoples (school leaders) for the overall school effectiveness and achievement of the school goals. The school leadership guides, directs and regulate the education occurrences. It organizes educational matters such as creating educational infrastructures, planning, managing, implementing, controlling staff department programs and evaluating the entire educational programs. In this research paper, the entire meaning of school leadership was regarded as leading the teaching and learning activities being a principal, vice principal, department heads, and club coordinators and leaders of various committees on the basis of mutual trust and understanding.

2.2 Theories of Leadership

Studying the relationship between leadership theory development and the evolution of gender theory is crucial because it helps to understand how perceptions of leadership effectiveness have changed over time, particularly regarding gender roles. Based on this fact the leadership theories were presented based on the leadership theories affected by evolution of gender theory. In this way leadership theories could be classified in to four, namely Triat Era (1830-.1940), Behavioral Era (1940s-1960s), Situational Era: (1960s–1980s), Modern Era (1980- present).

2.2.1 Triat Era (1830 - 1940)

It is the earliest way of description of leadership items of traits. It consist of great man theory and trait theory.

2.2.1.1 The Great Man Theory

It is the earliest theory that views leadership as an inherent quality, often associated with male figures by suggesting only certain individuals are naturally suited to lead (Carlyle, 1841). In this way it posit leader by extraordinary individuals often overlooking the contributions of women and the broader social context (Carlyle, 1841). It is criticized for not providing a clear method for selecting these "great man (Wesley, 1965). Consequently a more flexible understanding of leadership introduced by trait theory replaced the Great Man Theory.

2.2.1.2 Trait Theory

Trait theory, which evolved from the Great Man theory, suggests that effective leadership is influenced by specific traits that can be innate or developed through experience and training contribute to effective leadership (**Eagly's, 1987, Kouzes & Posner, 1980**). The trait theory assumes that the emergence and effectiveness of leaders depend on certain masculine traits which may explain gender differences in the emergence of leadership (Jogulu & Wood, 2006) Based on numerous research studies conducted between 1940 and 1960, trait theory was abandoned due to the inability to agree on specific traits that define effective leaders (Duehr & Bono, 2006, Benmira & Agboola, 2021). Both the Great Man Theory and Trait Theory suggest that leadership qualities are inherent, often reinforcing patriarchal structures by implying that only certain individuals, typically men, possess the necessary traits to lead effectively.

2.2.2 Behavioral Era (1940s-1960s)

Behavioral theory spanning from the late 1940s to the late 1960s (evolved from the trait theory) marked a significant shift in psychology and leadership studies. This period emphasized observable behaviors over internal traits, focusing on how actions could be measured and taught. Accordingly, it asserts that leaders are largely made, rather than born and that particular

behaviors can be learnt to ensure effective leadership (Johns & Moser, 1989). It puts emphasis on the actual behavior of the leader and not on their traits or characteristics, but it largely ignores the situation and environment of the leader (Denison, Hooijberg & Quinn, 1995). As the result it has faced criticism for not adequately addressing gender identities and the intersection of various identities like gender and race to fully understand individual experiences and behaviors (Kelly et al., 2021). Behavioral theory laid the groundwork for understanding leadership as a set of behaviors, but does not consider the situational contexts that can affect leadership effectiveness.

2.2.3 Situational Era: (1960s–1980s)

Contingency Theory and Situational Leadership Theory emerged during the Situational Era, specifically in the late 1960s to 1980s, focusing on how leadership styles should adapt to different situations and contexts (Fiedler, 1967; Northouse, 2021). These theories highlight that effective leadership requires adapting one's style to fit the specific demands of a situation, as noted by Fiedler (1967) and Stogdill (1948). This flexibility is crucial for enhancing leadership effectiveness and organizational success (Villoria, 2022; Hill et al., 2022). By so doing these theories were emerged to address the limitations of earlier leadership models; a one-size-fits-all approach (fixed traits or behaviors as the ideal for all leadership situations) and to shift the focus from the leader's traits or behaviors to the needs of the followers and the specific task at (Hersey & Blanchard, 1970).

Developed by Fred Fiedler in the 1960s, Contingency Theory suggests that effective leadership depends on aligning a leader's style with the specific situational factors, including the task, team dynamics, and environmental factors (Fiedler, 1967). Being somewhat different, Situational Leadership Theory, developed by Paul Hersey and Ken Blanchard, emphasizes that effective leaders adjust their approach based on the maturity and skill levels of their team members (Hersey & Blanchard 1967 & Northouse, 2021). This approach allows leaders to tailor their style to the specific tasks and the capabilities of their team members. This flexibility in turn allows leaders to respond appropriately to varying situations, ensuring better outcomes (Peretomode, 2012). In sum, Behavioral Theory, Contingency Theory, and Situational Leadership Theory highlight that effective leadership involves adapting behaviors to fit various situations, rather than relying solely on inherent traits or gender.

2.2.4 Modern Era (1980-present)

The leadership theory era that shifted towards valuing feminine traits such as collaboration and empathy is often associated with the rise of transformational leadership in the late 20th century. This approach contrasts with earlier views that favored masculine traits like assertiveness and dominance, reflecting a broader recognition of the importance of emotional intelligence and relational skills in effective leadership (Horowitz et al., 2018). The shift from masculine (task-oriented) to feminine (relation-oriented) leadership styles during the emergence of transformational leadership is influenced by changing societal norms and expectations regarding gender roles.

Transformational and transactional leadership theories were developed around 1990 and their application and understanding continued into the 2000s. They address the shortcomings of earlier models, situational leadership theory, by focusing on intrinsic motivation and fostering a shared vision within organizations (Khan et al., 2020). They share the commonality on the aim to influence followers, but they do so in different ways. Transformational leadership inspires and motivates followers to exceed their own expectations and achieve significant changes, focusing on personal growth and a shared vision (Givens, 2025). In contrast, transactional leadership is centered on performance management and the use of rewards and punishments to maintain organizational goals (Khan et al., 2020). Research indicates that transformational leaders enhance employee engagement and innovation, contrasting with transactional leaders who focus on maintaining the status quo through structured exchanges (Khan et al., 2020).

Currently Contemporary leadership has evolved to address the complexities of the modern world, emphasizing the importance of adapting leadership styles to meet the unique needs of modern organizations (Kişi, 2019). It focuses on collaboration and adaptability, promoting leaders to engage with their teams and respond to dynamic environments rather than adhering to strict hierarchies or fixed traits (Esenyel, 2024). This theory includes leadership styles like such as transformational, servant, authentic, and participative leadership each have distinct characteristics and applications that influence organizational effectiveness and employee engagement (Wang et al., 2022).

Specifically in education sector, various studies proved that transformational leadership used to inspires and motivates students and teachers, transactional leadership emphasizes structure and rewards, and laissez-faire leadership promotes autonomy, together creating a balanced educational environment (Barbuto.etal, 2023). Thus, in this study, assessment of gender difference in leadership behaviors was carried out through the lens of transformational, transactional and laissez-faire leadership styles that combined to be used as full range model of leadership styles.

2.3 Leadership Style

Counting on the temperament of the leader, the cluster scenario, and the problem at hand leadership styles have many forms. Leadership style is explained through different theories like trait theory, Behavioral theory, situational or contingency theory, and transformational theory. According to those theories, effective leadership depends on situational factors. This theory explains however, a pacesetter motivates his/her followers and helps them fulfill their tasks. (Bharathi, 2004). Leadership is a social influence process in which the leader seeks the voluntary participation of subordinates in an effort to reach organization goals (Bunmi, 2007). Leadership is largely culturally orientated, embracing traditional beliefs, norms and values and a preoccupation (Murray *et al.*, 2007). Today's organizations need effective leaders who understand the complexities of the rapidly changing global environment. Barchiesi *et al.*, (2007) measured the leadership effectiveness and leadership role and its influence on performance, leadership behaviors, and attitudes. They found that high leadership indexes are not related to past performance records but associated both to higher potentiality of enhanced performance and to higher reputation of organizations, pointing in the direction of a meaningful influence of Behavioral complexity and dynamics on the leadership perceived level. Bass (1993) divided leadership style into transformational leadership, transactional leadership and laissez-faire. Exploring the effect of leadership styles on leadership effectiveness, the researcher used the leadership styles like transformational leadership, transactional leadership and laissez-faire. Each leadership styles are explained in the proceeding sections.

2.3.1 Transformational Leadership

Transformation leadership is a style of leadership that converts follower's arrogance, performances and confidence, and behaviors to the advanced monarchy of motivation where the leader motivates followers to be interested to rise above and beyond current levels of success and achievement to even higher levels of success and performance (Bass, 1993). Transformation leader have visionary, inspiring, collaborative and emotionally intelligent and have common characteristic of charismatic, motivating and empathetic. Cilliers, Eden and Deventer (2008:255) also agree that laissez-faire leadership affords followers the possibility of self-management. They view the process of avoidance by the leader as an opportunity for followers to work unsupervised and become leaders in their own way, through self-department. Successful transformation leaders mostly focused on the finest what they can do for their organization they also have the ability to create a positive work environment it includes all employs have to share and express their creative and innovative thoughts that might help to their organization (DiFranza, 2019). Transformational leadership has often been associated with qualities often viewed as feminine, such as empathy, collaboration, and supportiveness. This makes it a useful construct for comparing gender among principals in the undergoing study.

2.3.2 Transactional Leadership

It is one of the leadership styles discussion things for worth with the followers to improve their own and follower's interests or needs, However this types of leader's motivation on rewards in exchange for inspiration, output, and effective task temperament (GOPAL, 2014). The transactional leaders have reviewed the theories of leadership; it is obvious that theories of leadership have evolved. Transactional leadership is different from transformational leadership; leaders do not individualize the requirements of the followers or concentrate on their personal department. The previous theories of leadership attended concentrate on the characteristics and behavior of successful leaders, while later ones started to consider the role of the followers and therefore related nature of leadership; others inclined to focus on transformational and transactional leadership (Anil, 2011). Transactional leadership, which is more focused on the exchange process between leader and follower rewarding compliance and punishing deviations has been linked to masculine traits such as authority, control, and competitiveness. This makes it a useful construct for comparing gender among principals in the undergoing study.

2.3.3 Laissez-faire Leadership Style

With relevancy, the laissez-faire leadership style, the leader doesn't directly supervise the members and doesn't consider regular communication or feedback. Specifically, it permits the members to total autonomy and self determination to form decisions that relate to the completion of the assignment (Eagly, Johannesen -Schmidt & Van Engen, 2003; MacBeath, 2005; Rad & Yarmohammadian, 2006). However, the leader is obtainable to offer guidance at any purpose should the members request assistance. According to Hannah (*et al.* 2008), this style has its own drawback. Such as: it is not the simplest style when members have insufficient knowledge or skills required for completing the task or creating decisions; if members cannot set deadlines on their own, manage projects and solve issues, then the task might not be completed, could also be completed once the deadline, may be completed with various mistakes or might go off-course completely; there could also be a scarcity of cohesiveness at intervals the cluster because the absence of the leader may be misconstrued as suggesting that leaders are not even concerned. Laissez-faire leadership promotes autonomy, together creating a balanced educational environment that makes it to be used in the long range questionnaire together with Transactional and Transformational leadership styles.

2.4 Leadership effectiveness

The concept of school effectiveness emerged in the 1960s and 1970s in response to growing concerns about the quality of education and the need to improve educational outcomes for students [Scheerens, 2013]. Early definitions of school effectiveness focused on the achievement of educational outcomes, such as academic performance and the ability of schools to meet the needs of students from diverse backgrounds (Burusic, Babarović, and Velić 2016) Leithwood & Riehl (2003) study, most of the teacher leadership is a major contributor to the school's success. Although many studies indicate that effective school often linked with the school principal, but student achievement also contributing to the effective school.

Long range leadership model consist of transformational, transactional leadership and laissez-faire leadership styles theories is often preferred to study leadership effectiveness through lens of gender than any combination of other leadership styles. This is because of it allows for a more comprehensive understanding of how different styles can complement each other (Price-Dowd, 2020) and yield evaluation of performance of leadership (Bass, & Avolio, 1993). When

studying gender difference on leadership effectiveness, considering various aspects such as leadership traits, behaviors, styles, and the perceptions of followers regarding leaders' effectiveness are important.

2.5 The concept of Gender

Gender is advocated to be a social construct, a biological component that affects the propensity to act more feminine or masculine (Tristan, 2015). Within this strain of thought, gender shapes peoples schemas, stereotypes, values, attitudes toward and about male and female (Ben, 1993). Moreover, a gender specific stereotype identifies, and social roles define what it means to be a man or female which manifests itself in differing gender-related expectations regarding behavior (Korabik, 1999). Understanding gender's effect on leadership effectiveness, alongside factors like ethnicity, age, and social background, is crucial because it helps identify diverse leadership styles and improves.

2.6 Gender difference on leadership effectiveness

Gender differences in leadership and styles are an area that is still full of ambiguity and paradox. Despite the number of studies devoted to the topic, there are still unanswered questions. Evidence from previous studies like the study carried out by Burns (1978) titled “leadership”, cited in Eagly and Johnson (1990) and Triatan (2015) suggests that there are some small differences because male and female have different characteristics and try to adopt each other’s style of leadership in order to be competent as a leader.

The research conducted till late 1900s by the social and management psychologists (e.g, Nmark, 1993; Hollender, 1992; Bass, 1996; Jogulu & Wood, 2006) disapproved the pervasive gender difference in leadership effectiveness. A lot of research confusion exists because of multiple findings and conclusions as Powel (1990), Rosener (1990) and Bass, (1997) started questioning their own previous work that reported no gender differences exist in leadership behaviors and their effectiveness. Therefore, it has become imperative to investigate how male and female differ in their leadership behaviors and effectiveness to reduce the level of confusion and gender inequality on leadership positions.

Recently, research has indicated that female’s leadership style is typically different from most male’s (Eagly & Carli, 2003). Studies have shown that female, more than male, manifested

relatively interpersonally oriented and democratic styles, and male, more than female, manifested relatively task-oriented and autocratic styles (Eagly & Carli, 2003). In addition, compared with male leaders, female leaders were more transformational than transactional (Eagly & Carli, 2003). In this study studying the impact of gender in leadership effectiveness helps to understand how different leadership between men and women can foster equitable workplaces that used to enhance the leadership effectiveness of secondary schools.

2.7 Empirical Finding

There is ample research data available, that female leaders practice diverse leadership behaviors than male leaders (Grant, 1988; Kabacoff & Stoffey, 2001; Karau & Eagly, 1999; Kim & Shim, 2003; Eagly, Alice, Mary. Johannesen & Van Engen, 2003). Few researches, conducted in Germany found no gender differences in leadership style and their effectiveness (Fortune, 2007; Mohr & Wolfrom, 2008). While in a study conducted by Burke, and Collins (2001) concluded that male leaders are more effective than female leaders. The research conducted till late 1900s found no significant difference in effectiveness of female and male leadership behaviors but in later years the significant researchers e.g. Powell (1990), Rosener, (1990) and Bass, (1997) started questioning their own work and research confusion was identified for in-depth investigations. This confusion initiated an ongoing debate on the different leadership behaviors adopted by male and female leaders and their effectiveness.

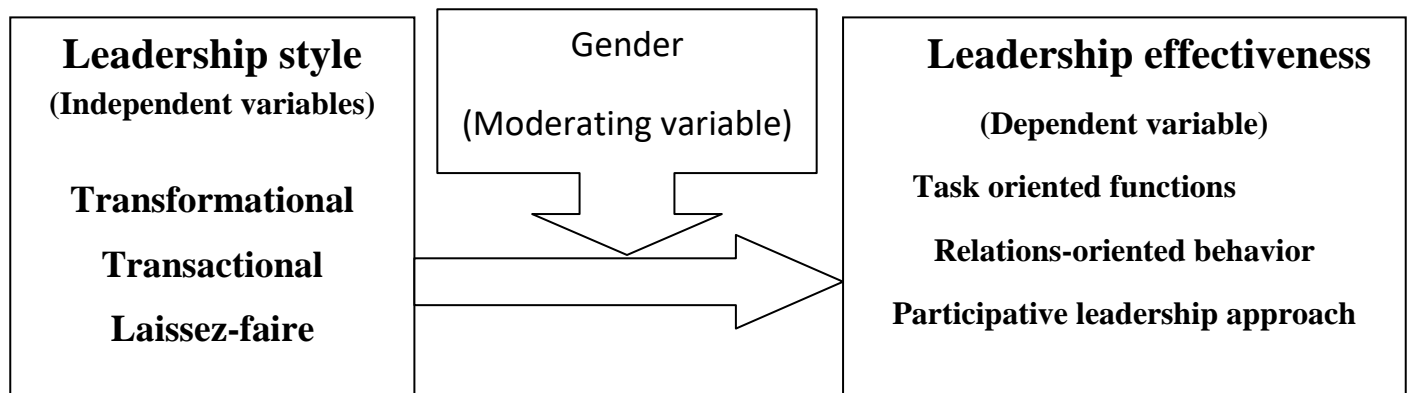
A study conducted by Gibson in 1995 explored that “male express more assertive behaviors whereas female are credited as affectionate and emotional expressive”. Eagly and Johnson (1990) found in his study that female are found exhibiting the higher level of consideration and initiating structures in their leadership styles. Female are more democratic in their behavior than male. Female leaders were adopting more consideration-oriented leadership styles and male leaders were adopting combination of both consideration and initiating structure-oriented aspects of leadership (Stafyla, 2008). Bass, Avoilio and Atwater (1996) conducted on gender differences in leadership styles and they observed females more transformational than male.

In Ethiopia the study conducted by Shiferaw, (2005) entitled Female’s effectiveness in school leadership: The case of Awi Nationality administrative zone primary schools, Ethiopia indicated female were perceived positively as effective school leaders across key assessment of Ethiopia’s national professional standards assignment the importance of boosting more female to pursue leadership roles in schools by encouraging successful female leaders and providing targeted training.

2.8 Conceptual Framework

According to Mugenda and Mugenda (2003), conceptual framework is a diagrammatic presentation of the relationship between dependent and independent variables. The conceptual framework presented to present the researcher synthesis of literature on how to explain a phenomenon or how the particular variables connect with each other as a map that drive the investigation being reported based on the problem statement.

Figure 1. Conceptual Framework of the study



Conceptualized by researcher, May, 2025

In this study the major aim was to determine if gender affects the relationship between the principal leadership styles and their leadership effectiveness. The above conceptual framework shows how the gender (moderating variable) affects the relationship between the leadership style (independent variable) and leadership effectiveness (dependent variable). The independent variable include Transformational, Transactional and Laissez-faire leadership styles as measured by MLQ (5X). The dependent variable are measured by (Yukl's 2006) assessment construct consist of three factors (task oriented functions, relations-oriented behavior and participative leadership approach).

CHAPER THREE: RESEARCH DESIGN AND METHODOLOGY

This part of the research presents the methodological aspects of the research, which includes description of the study area, research design, research approach, data sources, population and sample of the study, sampling techniques, instruments of data collection, pilot test, procedure of data collection, method of data analysis and ethical consideration.

3.1 Description of the study area

This research was conducted in Arada Sub City of Addis Ababa city administration. The district is located in the northern area of the city, nearby the center. It is divided among ten wereda. According to the population projection in 2022, its population was 298,044. In 2025 the total population in the study area includes 7 principals, and 26 vis principals, 875 Teachers, 14,570 Students, and 291 non-teaching staff and, 5 high school supervisors. It is a center of culture and education, with a great number of schools, cultural establishments and annual cultural events. It plays a major role in the provision of pre-primary, primary, secondary education in private and public schools.

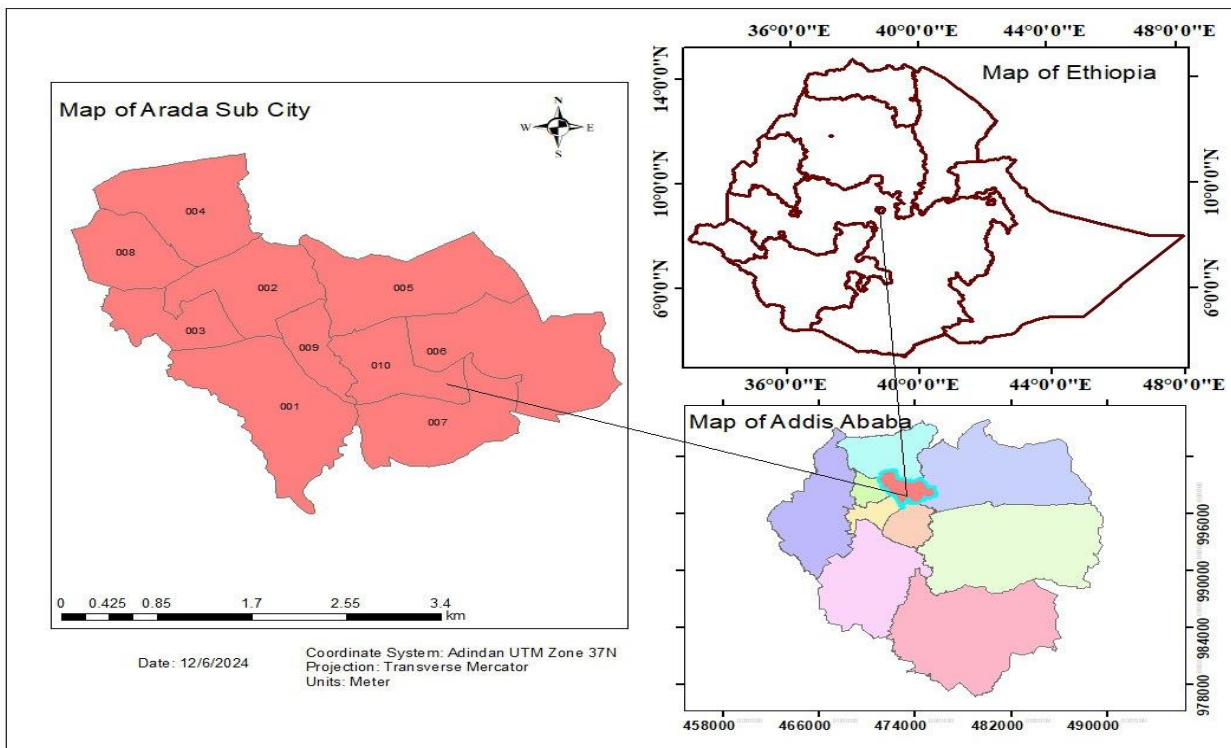


Figure 2 Map of Arada Sub City

3.2 Research Design

The purpose of this study is to examine whether gender affects the relationship between the principal leadership styles and their leadership effectiveness in secondary schools of Arada Sub City. Thus, the study employed a an explanatory sequential mixed research design. The rationale for selecting explanatory sequential design is that the quantitative data and results provide a general picture of the research problem and more analysis, specifically through qualitative data collection, it is needed to refine extend, or explain the general picture and little emphasis is given for qualitative method.

3.3 Research Approach

Generally, there are two kinds of research methods or approach in scientific studies: qualitative and quantitative approaches. The basic assumption of using combination of both quantitative and qualitative methods is to provide a better understanding of the research problem and question than either method by itself. In quantitative approach close ended questionnaire were prepared and used in close-ended items in the questionnaires. In this analysis descriptive survey was used to compute mean and standard deviation whereas inferential statistics such as independent t test (compare the mean of the leadership styles across gender) and moderated regression (predict the effect of gender on the relationship between leadership style and leadership effectiveness. In the qualitative analysis open -ended items in the questionnaires, interview and document analysis were prepared and utilized.

3.4 Data Sources

Both primary and secondary sources of data were used. Questionnaires were filled by teachers and non-teaching staff whereas an interview were conducted with sub city supervisors. The selection of those people as a source of data is based on the expectation that they have better information and experiences in relation to the study. Secondary data were gathered from documents like school plans, written document and attendance and minutes of meeting, various check list and formats, school gender club manuals and reports written on the number of staff members.

3.5 Population and Sample of the Study

3.5.1 Population of the study

According to Ogula (2005), a population refers to any group of institution, people or objects that have common characteristics. Since the major focus of this study was to investigate whether gender difference affects leadership effectiveness, the participants that have deep and first-hand information on the study taken as target population of the study. The study was conducted in Arada Sub City in six government secondary schools of the sub city (three male led and three female led). The target population in this research includes 6 principals, 360 teachers and 92 non-teaching staff and 5 high school supervisors a total of 463 participants. The sample sizes for the study were 6 principals, 190 teachers and 75 non-teaching staff and 5 high school supervisors and a total of 276 participants. The percentage of the sample size was $276/463$ (59.6%) which is a good representation of the entire characteristic of the study.

3.5.2 Sample size

According to Dawson's (2002), determination of adequate sample has no fixed ways. In many cases, the sample size of given research is influenced by factors like type of population, the methods used, the available time and resources, the purpose of the research, the instrument used and the capacity of researchers.

Hence, the sample size was determined by Yeman's Taro formula (Yeman, 1967).

The justification for the determination of this number of sample size was mainly to minimize the research error using internationally accepted standard and to make data management easier while conducting the study. Thus, the sample size was determined by the following scientific calculation (formula) Yeman's Taro formula (Yeman, 1967).

$$n = \frac{N}{1+N(e^2)} \quad \text{Where } n = \text{is sample size, } N = \text{total population, } e = \text{margin of error (0.05).}$$

The level of confidence in this research was 95% where 5% was going to be taken as margin of error. Then, the total population of the teacher 360 whose size is determined to be 190 as follows

$$\text{Teacher } n = \frac{360}{1+360(e^2)} = 190.$$

3.6 Sampling Techniques

Sampling means selecting a given number of subjects from a defined population as representative of that population. Any statements made about the sample are also being true of the population (Orodho, 2002). Three male led and three female led government secondary schools were included in the study to increase the credibility of the findings. All the principals and high school supervisor were included so the sampling technique employed is availability. The teachers and non-teaching staff was selected by simple random sampling method in accordance to Best and James (2004) stated that every member of a population has an equal and independent chance of being selected as a sample.

Table 1. Sampling and Sampling Technique

No	Sample secondary schools	Questionnaire				Interview			
		Teacher		Non-teaching staff		Principals		Supervisors	
		N	n	N	n	N	n	N	n
1	Dj/ Belay Zeleke	63	33	15	12	1	1	5	5
2	W/ro Kelemework	53	28	14	11	1	1		
3	Agaziyan	64	34	16	13	1	1		
4	Tikur Anbesa	51	27	17	14	1	1		
5	D/Milunik	63	33	13	11	1	1		
6	Meskerem	66	35	17	14	1	1		
Total		360	190	92	75	6	6	5	5
Sampling Techniques		Simple random		Availability		Availability		Availability	

Source: Arada Sub-City Educational Bureau statistical Abstract, 2025 E.C

3.7 Instruments of data collection

The study includes both quantitative and qualitative data. Both types of data were gathered by using appropriate data collection tools in order to obtain sample information from respondents and school environment. Thus, questionnaires, interview and document analysis were the major data collecting tool used in this study.

3.7.1 Questionnaire

Questionnaires are data collecting tools and a quick ways of obtaining rich information from large population and when short and descriptive information are desired. These forms of data collection instruments are used extensively to collect information that is not observable (Best, 2006:78). The study used two types of questionnaires MLQ for assessing leadership style of principals and (Yukl's 2006) assessment construct for examining leadership effectiveness. The questionnaires have two parts, in the first part, explores the type of leadership styles employed. A Full-Range Leadership Model (FRLM) questionnaire were used to effectively measure the degree of transformational, transactional leadership style and laissez-faire leadership based upon nine indicators across the continuum in accordance with (Avolio & Bass, 2004). (Yukl's 2006) assessment construct for examining leadership effectiveness in terms of task oriented functions, change oriented leadership behavior and external leadership behavior.

The questionnaire compromise two parts, the first part is for demographic information that sought respondents age, sex, educational qualification, and experience to analyze if there is any link with the issue. Similarly, the second part includes items that are constructed to gather information about the basic question raised in the study. Questionnaires were designed as both close ended and open ended items, distributed to teachers and non-teaching staff.

3.7.2 Interview

According to Henn (2006:164) an interview is used to gather in-depth information from relatively small number of samples that enable the interviewer to maximize the understanding of the respondent's point of view. Interviews were conducted to gather data from principals and sub city supervisors. The interviewees have more adequate knowledge and experience on the topic understudy. Semi structured questions were used to guide the interview in the study.

3.7.3 Document analysis

The purpose of document analysis in this study is to explore the current educational leadership share of leaders from human resource office of the sample schools. More over in document analysis of the sample secondary school, the researcher was able to explore data concerning the leadership practice and approach carried out by school principals from thorough examination minutes of meeting, various check list and formats and reports.

3.8 Procedure of data collection

The researcher introduced himself through written letters of cooperation from Addis Ababa University and Arada education office. Then the researcher visited the participants of the questionnaires and discussed the purpose of the study. Once the willingness of the respondents assured. Interviews were conducted after explaining the purpose of the interview for the participants and getting their consent. At the time of interview items were presented through reading and the answer obtained was recorded with mobile telephone that helped to take all expressions as it is from the interviewee. Besides this, after making clear about the objective of the research the researcher conducted documents analysis in two sample secondary school having the least and the highest school performance. In doing so, all the information that taken from the document observation was analyzed and incorporated in the final report.

3.9 Method of Data Analysis

The study includes a mixed research method of both quantitative and qualitative analysis. In quantitative method descriptive survey and inferential analysis were employed in under taking the study. The information gathered through the various instruments was categorized in to logical workable units and patterns that suggest generalization and conclusion. The researcher use quantitative method which involves analysis of numerical data to explain the questions role in the study. More briefly, quantitative data collected through close-ended questions of the questionnaires were coded, tabulated, organized and computed by using modern statistical software known as statistical package for social science (SPSS) version 2025 program, in which descriptive and inferential static could be made in computing mean, standard deviation, 2 tailed significant value, value, F value and regression coefficient, adjusted R square were computed statistical tools such as in independent t test and moderated regression. Independent t test was computed to compare the mean difference of the leadership styles of principals' across their gender. Moderated regression was employed to determine how the relationship between the principal leadership styles and their leadership effectiveness changed based on gender difference in accordance with (Hefner, 2017). The study also includes qualitative data analysis method for the data obtained through open-ended items from the questionnaires interviews and document analysis. In the case of interview presentation of qualitative data were done by listening through each interviewee's responses and reducing the data to only those answers and

themes relevant to the research basic questions and putting them under each basic questions category. Similarly the procedure of document analysis involves analyzing and interpretation of data generated by coding contents in to themes at each basic question category and looking for supposed factual evidence or confirmation on the existing practice.

3.10 Ethical Consideration

In conducting this study, emphasis would be given to every important ethical issue. First, before entering in to the actual data collection, a formal letter of confirmation was received from Addis Ababa university department of school leadership. Then, the letter was given to Arada Sub-City education office and given to sample secondary schools. In addition, people were allowed to participate in questionnaire and interview with their full permission; every effort was made to keep participants anonymous and their confidentiality. Besides, all the resources used for this research were appropriately acknowledged.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with presentation, analysis and interpretation of the data collected by questionnaires, interviews, and document analysis. The chapter comprises two parts. The first part presents the back ground information of sample population those were involved in the study. The second session dealt with presentation, analysis and interpretations of the information obtained through different data collecting instruments such as questionnaires, interview and document analysis. The data analysis categorized in to four sections for ease of data analysis and interpretation and reach sound conclusion. In view of that, the first part, deals with analysis of the extent of principals leadership effectiveness, subsequently the analysis of the leadership styles commonly exhibited by both sexes principals, thirdly presence of significant relationship between leadership styles adopted by male and female principals and lastly, investigation of the presence of significant relationship between leadership styles and leadership effectiveness were discussed.

4.1 Demographic data of Respondents

The first part of the questionnaire and interviews consist of the demographic information of the participants. Description of the background of the respondents provides some basic information about the sample population involved in the study. This part includes information related to personal and professional demographic characteristics of respondents. Accordingly, the variables sex, age, educational background and work experience of the respondents were summarized and described in the subsequent table and figures.

Table 2. Characteristics of Respondents

Variables	Level	Participants									
		Questionnaire				Interview				Total	
	Teachers (n =190)		N.T.S (n= 75)		Principals (n = 6)		High school supervisor (n		N	%	
	N	%	n	%	N	%	N	%	N	%	
Sex	Male	120	63.2%	51	68%	3	50%	4	80%	178	64.5%
	Female	70	22.8%	24	32%	3	50%	1	20%	108	23.5%
	Total	190	100%	75	100%	6	100%	5	100%	276	100%
Age level	<25 Years	15	7.9	12	16					27	9.8
	25-30 years	47	24.7	23	30.7	1	16.7			71	25.7
	31-35years	55	30	19	25.3	2	33.3	1	20%	77	27.9
	36-40 Years	43	22.6	15	20	2	33.3	3	60%	63	22.8
	>40 years	30	15.8	6	8	1	16.7	1	20%	38	13.8
	Total	190	100%	75	100%	6	100%	5	100%	276	100%
Educational qualification	MA/MSC	89	46.8	1	1.3	6	100%	5	100%	101	36.6
	BA/BSC	101	53.2	24	32	-	-	-	-	125	45.3
	Diploma	-	-	40	53.3	-	-	-	-	40	14.5
	Other	-	-	10	13.34	-	-	-	-	10	3.6
	Total	190	100%	75	100%	6	100%	5	100%	276	100%
Work Experience	≤ 5 years	25	13.2	15	20	-	-	-	-	40	14.5
	6 - 10 years	62	32.6	25	33.3	1	16.7	1	20%	89	32.2
	11-15 years	76	40	20	26.7	3	50	3	60%	102	40
	≥16 years	27	14.2	15	20	2	33.3	1	20%	45	16.3
	Total	190	100%	75	100%	6	100%	5	100%	276	100%

The above table shows characteristics of respondent’s in terms of sex. Accordingly 120 (63.2%) of the teachers, 51 (68%) of non-teaching staff, 3 (50%) of principals and 4 (80%) of supervisors were males, respectively. Whereas the reaming 80 (22.8%) of the teachers, 24 (32%) of non-teaching staff, 3 (50%) of principals and 1(20%) of supervisors were females, respectively. Generally, the demographic characteristics of the respondents could be described as the majority of the respondents were female dominant. In view of this fact, the number of male respondents who took part was limited. In other words, 178 (64.5%) of the respondents were males from the total population as compared to Female. This implies that it seeks further efforts in producing female teachers, non-teaching staff and supervisor in the study area.

Age is another general characteristic of the respondents in the above table, regarding to the age distribution of the participants, 15(7.9%), 47(24.7%),55(30%),43(22.6%)and 30(15.8%) of teachers are below the age 25 years, between the age of25-30years, 31-35 years 36-40 years and above 40 years, respectively. 12 (16%), 23 (30.7%), 19(25.3%), 15(20%), and 6(8%) of the N.T.S are below 25 years, between the 25-30 years, 31-35 years, 36-40Years and above 40 years, respectively. 1 (16.7%), 2 (33.3%), 2 (33.3%), and1 16.7%) of the principals are between the <25 years, 26-30 years, 31-35 years, 36-40 years and above 40 years, respectively. 1 (20%),3 (60%) and 1(20%) of cluster supervisors are between the 31-35 years, 36-40 years and above 40 years, respectively. This implies that great part of, respondents 77 (27.9%) were between the ages 31– 35 years. From this one can say that the majority of the respondents were old enough to deal with possible questions raised. One could expect more adequate and relevant information about the issue rose by edged respondents due to their high exposure with the problems under discussion.

Regarding the educational level of respondents, 89(46.8%) and 101(53.2%) of the teachers were graduates of MA/MSc degree and BA/BSc degree, respectively. And 1(1.3%), 24(32%), 40(53.3%) and 10(13.3%) N.T.S have MA/MSc BA/BSc, Diploma and other education level, respectively. All the principal and supervisor are second degree holders According to Ethiopian Education Department Roadmap (2017), the recruitment criteria of secondary school (9-12grade level) needs second degree, and this implies a large number of teachers could not fulfill the required educational standard or readiness for teaching processes. This needs extra effort from government to train more second degree graduates.

In case of work experience service years, the data on the part of teachers indicates that 25(13.2%), 62(32.6%),76(40%) and 27(14.2%) were \leq 5 Years, between the age, 6-10 years, 11-15 years and above16 years, respectively. 15(20%), 25 (33.3%), 20 (26.7%) and 15(20%), of N.T.S have work experience between the age $1 \leq$ 5 Years , 6-10 years, 11-15 years and above16 years, respectively. 1(16.7%), 3(50%) and 2 (33.3%) of principals have work experience between the age, 6-10 years, 11-15 years and above16 years, respectively. 1(20%),3(60%) and 1(20%) of the supervisors have work experience between the age 6-10 years and 11-16 years and above and equal to 16 years respectively. The majority of participants were more experienced so that they had enough know-how to deal with the issue raised.

4.2 Quantitative and Qualitative Analysis

This section deals with presentation, analysis and interpretation of the quantitative and qualitative data from the items posed to investigate the basic research questions. The researcher posed 44 items in the three basic questions of the research in the questionnaire which was administered to principals, teachers and non-teaching staff. Then after, the collected data were filled in computer with SPSS version 2025 software to compute t-test and moderated regression for statistical analysis of the effect of gender in relation between leadership style and leadership effectiveness in quantitative aspect of the quantitative analysis. In qualitative analysis of open ended items in questionnaires, interview questions and document analysis were integrated to triangulate substantiate and supplement the quantitative data. The discussion part also accompanied in argument with the literature scrutiny.

Quantitative Analysis

4.2.1 Analysis of Leadership Effectiveness of Principal

To assess the Leadership effectiveness of principals in female led and male led secondary schools, eight items in four categories (factors) of Yukl's (2006) leadership effectiveness assessment constructs had been posed to teachers and non-teaching supportive staff (NTSS) respondents and their responses were tabulated as given below.

Table 3. Independent t-test analysis on level Leadership Effectiveness of Principals

Items	Variables	School	n	X	S.D	F	Sig. (2-
1	Your school principal uses resources to do all school operations effectively	Male-led	132	3.43	1.01	0.10	0.76
		Female-	133	3.13	0.96		
		Total/Av.	165	3.28	1.00		
2	Your principal uses instructional strategies properly	Male-led	132	3.58	0.93	1.06	0.30
		Female-	133	3.13	0.96		
		Total/Av.	165	3.35	0.95		
3	Principal motivates teachers to raise their awareness of achieving goals	Male-led	132	2.90	0.63	34.32	0.00
		Female-	133	3.62	0.97		
		Total/Av.	165	3.26	0.80		
4	Principal maintains Professional Learning Communities.	Male-led	132	2.92	0.61	52.10	0.00
		Female-	133	3.51	0.99		
		Total/Av.	165	3.22	0.80		
5	Implementing the change through innovation to influence school culture	Male-led	132	3.81	1.00	17.30	0.00
		Female-	133	2.34	0.72		
		Total/Av.	165	3.08	0.86		
6	Setting vision for better future that is accomplished by empowering teachers	Male-led	132	2.80	0.71	37.94	0.00
		Female-	133	2.86	1.21		
		Total/Av.	165	2.83	0.96		
7	Networking with external environment to enhance effective educational activities	Male-led	132	2.90	0.87	6.24	0.01
		Female-	133	2.86	1.03		
		Total/Av.	165	2.88	0.90		
8	Monitoring educational activities with external environment	Male-led	132	2.30	1.03	1.19	0.28
		Female-	133	2.40	1.17		
		Total/Av.	165	2.65	1.10		

Item 1, concerning to using resources to do all school operations effectively, the result obtained indicated that the mean value and standard deviation of the participants responses in male-led and female-led schools were ($X = 3.43$, $S.D = 1.01$), and ($X = 3.13$, $S.D = 0.96$), respectively. There is no significance difference within and between the means of the male-led and female-led schools as the $\text{Sig. (2-tailed)} = 0.76 > 0.05$. Accordingly, the numerical figure visualized that there is no significant difference between male and female principal in using resources to do all school operations effectively. The mean score of male - led school $= 3.43 >$ female- led school

=3.13 that shows male principals are better in using resources to do all school operations effectively than female peers.

Item 2, pertaining to principal's employment of instructional strategies properly, the result obtained indicated that the mean value and standard deviation of participants in male-led and female-led schools at were ($X = 3.58$, $S.D = 0.93$), and ($X= 3.13$, $S.D = 0.96$), respectively. There is no significance difference within and between the means of the male-led and female-led schools as the $\text{Sig. (2-tailed)} = 0.30 > 0.05$ Consequently, the numerical figure visualized that there is no significant difference between male and female principal developing in effective plan, clarifying and monitoring school activities. the mean score of male- led school= $3.58 >$ female- led school = 3.31 that shows male principals are better in employment of instructional strategies than female peers.

Item 3 is about whether principal motivates teachers for achieving goals he mean scores and the standard deviations of participants in male-led and female-led schools at were ($X = 2.90$, $S.D = 0.93$), and ($X= 3.62$, $S.D = 0.96$), respectively. The computed independent t results $\text{Sig. (2-tailed)} = 0.00 < 0.05$ shows that statistically significance difference is observed between the means of respondents responses in the two schools. The mean score of Male- led school = $2.90 <$ Female- led school = 3.62 that shows female leaders motivates teachers for achieving goals more than male counterparts.

Item 4, concerning to if principal maintains Professional Learning Communities, the result obtained indicated that the mean value and standard deviation of the participants responses in male-led and female-led schools were ($X = 2.92$, $S.D = 0.61$), and ($X= 3.51$, $S.D = 0.99$), respectively. There is significance difference within and between the means of the male-led and female-led schools at $\text{Sig. (2-tailed)} = 0.00 < 0.05$ and $F > 3$. The mean score of Male- led school = $2.92 <$ Female- led school = 3.51 that shows that female principal maintain Professional Learning Communities more than male peers.

Item 5, pertaining to implementing the change through innovation to influence school culture the result obtained indicated that the mean value and standard deviation of participants in male-led and female-led schools were at ($X = 3.81$, $S.D = 1.00$), and ($X= 2.34$, $S.D = 0.72$), respectively. There is significance difference within and between the means of the male-led and female-led

schools at Sig. (2-tailed) = 0.0 < 0.05. Consequently, the numerical figure visualized that there is significant difference between male and female principal developing in implementing the change through innovation to influence school culture, the mean score of male-led school = 3.81 > female-led school = 2.34 that shows male principals are better than female counterparts in implementing the change through innovation to influence school culture.

Item 6 is about setting vision for better future that is accomplished by empowering teachers. The mean scores and the standard deviations of participants in male-led and female-led schools at were (X = 2.80, S.D = 0.71), and (X = 2.86, S.D = 1.21), respectively. The computed independent t results of Sig. (2-tailed) = 0.00 < 0.05 shows that statistically significant difference is observed between the means of the participants in the two schools. The mean score of male-led school = 2.80 < the mean of female-led school = 2.86 that shows female leaders perform more than male principals related to empowering teachers and setting vision for better future.

Item 7 is with respect to Networking with external environment to enhance effective educational activities the mean scores and the standard deviations of participants in male-led and female-led schools at were (X = 2.90, S.D = 0.87), and (X = 2.86 S.D = 1.03), respectively. The computed independent t results of Sig. (2-tailed) = 0.01 < 0.05 shows that statistically significant difference is observed between the means of the responses of participants in the two schools. The mean score of male-led school = 2.90 > female-led school = 2.86 shows male leaders form network with external environment more than female counterparts.

Item 8, concerning to monitoring educational activities with external environment the result obtained indicated that the mean value and standard deviation of the participants responses in male-led and female-led schools were (X = 2.30, S.D = 1.03), and (X = 2.40, S.D = 1.17), respectively. There is no significant difference within and between the means of the male-led and female-led schools as Sig. (2-tailed) = 0.28 > 0.05. The mean score of male-led school = 2.30 < female-led school = 2.40 shows female leaders better than male in monitoring educational activities with external environment.

In sum, regarding to principals' leadership effectiveness, the study revealed significant difference existed between female and male leaders regarding to activities motivating teachers, maintaining interpersonal relations, empowering teachers, implementing the change through innovation, networking with external environment and implementing the change through innovation in which female principals performed better in the first three activities while male principals were better in the last three activities.

4.2.2. The leadership styles adopted by male and female principals

4.2.2.1 Transformational leadership

It is a style where leaders inspire and motivate their followers to achieve exceptional outcomes by prioritizing a collective vision over individual interests. The five key factors, often referred to as the "Four I's" plus an additional factor, are: idealized influence, inspirational motivation, intellectual stimulation, individualized consideration and emotional connection. In this connection the existence of significant differences between male and female leaders to apply the "Four I's" were computed by independent sample t-test and the SPSS outputs were interpreted as follows.

Idealized Influence-Attribute - Idealized influence-attribute “refers to the way leaders are perceived by, and therefore experienced by, followers /employees. Leaders who are perceived as powerful, charismatic and confident individuals by their employees can be categorized as possessing attributed idealized influence (Aydogdu and Asikgil, 2011) It involves a behavior that the leader acting as a personal example for followers as the result, the leader gains followers “respect, admiration and trust. It is leaders ability to gain the employees, trust in the organization” (Loon et al., 2012) In this connection four items were raised to determine if there is a significant difference between male and female principals in practicing or adopting these behaviors and the responses of the participant of the study are tabulated as follow.

Table 4, Independent t-test analysis on Idealized Influence (Attributed)

Items	Variables	School type	n	X	F	P	T cal	Sig (2-tailed)
	Idealized Influence (Attributed)							
1	Are you proud of being associated with your leader?	Male-led	132	3.51	8.38	0.04	-	3.45
		Female-led	133	3.84				
		Total/Av.	165	3.68				
2	Principals go beyond self-interest for the good of the group	Male-led	132	3.24	23.8	0.00	-	7.02
		Female-led	133	4.00				
		Total/Av.	165	3.62				
3	Principals act in ways that builds their respect	Male-led	132	3.49	5.73	0.02	-	3.16
		Female-led	133	3.74				
		Total/Av.	165	3.61				
4	Principal display a sense of power and confidence	Male-led	132	3.13	13.5	0.00	-	8.84
		Female-led	133	3.05				
		Total/Av.	165	3.61				
	Average (weighted) mean in	Male-led	132	3.34				
		Female-led	133	3.62				

The items, 1,2,3 and 4 were posed to determine whether there is a significant difference between male and female principals' idealized influence (Attributed), The Sig (2-tailed) values of attributes given in the items, 1, 2, 3 and 4 were 0, 01, 0.00, 0.02 and 0.00 respectively. In the four items, the Sig (2-tailed) < 0.05. This implies, there is significant difference between female and male principals in showing all the four attributes of idealized influence. This fact can also be supported by statistical evidence that the calculated t-values for all items are greater than their corresponding critical t-values indicating the existence of statistically significant difference between the means for the four cases. To know at what magnitude the mean difference happened, for items in the given sequence, the means of the responses in the male-led lead schools found to be 3.51, 3.24, 3.49 and 3.13, respectively. In the same line the means of the responses in the female-led schools were found to be 3.84, 3.40, 3.74 and 3.03, respectively. By comparing the means of male-led and female -led schools for each item, one can easily understand that female principals better show the attributes of idealized influence except displaying a sense of power and confidence which is more exhibited by male peers.

Idealized Influence (Behavior) - Idealized influence attributed is followers' perception of the leader depicting high-level of confidence, demonstrates charismatic appeal, integrity, empathy, selflessness, trustworthiness and evokes positive emotional words (Afshari, 2021). As such, idealized influence attributed explains the qualities of a leader that are appealing to followers enhancing mutual relationships and compelling them to respect, associate and accept the leader's influence. (Tsevaridou et al., 2019) Concerning to these behaviors the responses of the participant were computed by independent t-test in SPSS output as given below).

Table 5 Independent t-test analysis on Idealized Influence (Behavior)

Items	Variables	School type	n	X	F	P	T _{cal}	Sig (2-tailed)
	Idealized Influence (Behavior)							
1	Principals talk about their most important values and beliefs	Male-led	132	3.80	0.07	0.79	-1.11	0.27
		Female-led	133	3.95				
		Total/Av.	165	3.92				
2	Principals specify the importance of having a strong sense of purpose	Male-led	132	3.40	0.09	0.77	0.77	0.44
		Female-led	133	3.35				
		Total/Av.	165	3.37				
3	Principals consider the moral and ethical consequences of decisions	Male-led	132	2.81	0.84	0.36	-7.47	0.00
		Female-led	133	3.76				
		Total/Av.	165	3.29				
4	Principals emphasize the importance of having a collective sense of mission	Male-led	132	3.38	11.5	0.00	-7.18	0.00
		Female-led	133	3.95				
		Total/Av.	165	3.67				
	Average (weighted) mean in	Male-led	132	3.35				
		Female-led	133	3.64				

The items, 1, 2, 3 and 4 were posed to determine whether there is a significant difference between male and female principals' idealized influence behaviors. The Sig (2-tailed) values of attributes given in the items, 1, 2, 3 and 4 were 0, 27, 0.44, 0.00 and 0.00 respectively. The Sig (2-tailed) > 0.05 for behaviors related to the first two items, whereas for the last two behaviors, Sig (2-tailed) < 0.05. This implies there is no significant difference between female and male principals in idealized influence behaviors' of sharing important values (belief) and ensuring strong sense of purpose but statistically significant difference occurs in behaviors related to considering the moral and ethical consequences of decisions and having a collective sense of mission.

The magnitude of the difference for idealized influence behaviors between the female and male leaders is determined by comparing the means. For that reason, in the first, third and fourth items, the mean values of female led school are 3.95, 3.76 and 3.95, respectively. These show that female principals possess the behavior of talking about their most important values and beliefs, considering the moral consequences of decisions and having a collective sense of mission more than their male counterparts. On the other hand the mean value of the male led secondary school is 3.40 slightly greater than their female –lead school indicating male Principals develop strong sense of purpose more than females do.

Inspirational Motivation- it refers to a component of transformational leadership where leaders communicate a compelling vision that inspires and motivates followers to achieve shared goals. This involves instilling a sense of purpose and setting high standards, encouraging employees to internalize the vision and strive for excellence Leaders displaying inspirational motivation work to "energize their followers by viewing the future with optimism, stressing ambitious goals, projecting an idealized vision, and communicating to followers that the vision is achievable" (Antonakis et al., 2003,). In this line four items were posed and their responses could be presented as follows.

Table 6. Independent T-Test Analysis On Inspirational Motivation

Items	Variables	School type	n	X	F	P	T _{cal}	Sig (2-tailed)
	Inspirational Motivation							
1	Talk optimistically about the future	Male-led	132	2.42	2.48	0.12	-9.61	0.00
		Female-led	133	3.59				
		Total/Av.	165	3.00				
2	Talk enthusiastically about what needs to be accomplished	Male-led	132	2.42	6.06	0.01	-9.81	0.00
		Female-led	133	3.63				
		Total/Av.	165	3.03				
3	Articulate a compelling vision of the future	Male-led	132	3.76	19.3	0.00	-8.70	0.00
		Female-led	133	2.70				
		Total/Av.	165	3.23				
4	Express confidence that goals will be achieved	Male-led	132	2.99	0.40	0.53	5.29	0.00
		Female-led	133	3.63				
		Total/Av.	165	3.31				
	Average (weighted) mean in	Male-led	132	2.8				
		Female-led	133	3.3				

The items, 1, 2,3 and 4 were posed to determine if there is a significant difference between male and female principals' in performing Inspirational Motivation tasks. The Sig (2-tailed) values of the four inspirational motivation tasks is zero, which is below 0.05. This implies there is significant difference between female and male principals in performing inspirational motivation tasks. This fact can also supported by statistical evidence that the calculated t-values for all items are greater than their corresponding critical t-values indicating the existence of statistically significant difference between the means for the four cases. The mean difference between the respondent's response in female-led school are greater than male-led school in all cases except for item 3 about principals task to articulate a compelling vision of the future a task done at greater extent by male leaders.

Intellectual Stimulation:- in transformational leadership refers to the leader's ability to encourage creativity and critical thinking among team members. It involves challenging existing assumptions, promoting innovative ideas, and fostering an environment where followers feel safe to express their thoughts and take risks. Concerning to these four items were given to respondents and their response was presented as follows.

Table 7. Independent t-test analysis on Intellectual Stimulation

Items	Variables	School type	n	X	F	P	T _{cal}	Sig (2-tailed)
	Intellectual Stimulation							
1	Re-examine critical assumptions to question whether they are appropriate	Male-led	132	3.07	0.26	0.61	-4.75	0.00
		Female-led	133	3.63				
		Total/Av.	165	3.35				
2	Seek differing perspectives when solving problems	Male-led	132	2.89	3.92	0.05	-7.48	0.00
		Female-led	133	3.68				
		Total/Av.	165	3.29				
3	Look at problems from many different angles	Male-led	132	3.35	6.7	0.04	-2.43	0.00
		Female-led	133	3.43				
		Total/Av.	165	3.39				
4	Suggest new ways of looking at how to complete assignments	Male-led	132	3.47	0.05	0.83	-1.2	0.23
		Female-led	133	3.60				
		Total/Av.	165	3.54				
	Average (weighted) mean in	Male-led	132	3.2				
		Female-led	133	3.5				

The Sig (2-tailed) values of the four Intellectual Stimulation abilities of principals were found to be zero, which is below 0.05. This implies there is significant difference between the abilities of female and male principals to do the four practices of inspirational motivation. As we see from the table in the four items the means of the response obtained in the female-led secondary school are greater than from all the four means of male-led secondary school. This shows female leaders perform Intellectual Stimulation activities more than male peers.

Individual Consideration - is a key component of transformational leadership, where leaders pay attention to the individual needs and department of their followers. This approach fosters strong relationships, trust, and personal growth among team members, helping them to feel valued and motivated. (Bass 1997) In this regard the responses of the four items were computed in SPSS and the independent t-test out puts were tabulated as follows.

Table 8. Independent t-test analysis on individual consideration

Items	Variables	School type	n	X	F	P	T _{cal}	Sig (2-tailed)
	Individual Consideration							
1	Spend time teaching and coaching	Male-led	132	2.63	0.38	0.53	-7.69	0.00
		Female-led	133	3.50				
		Total/Av.	265	3.07				
2	Treat principals as an individual rather than just as a member of a group	Male-led	132	2.76	0.08	0.78	-0.45	0.65
		Female-led	133	2.81				
		Total/Av.	265	2.79				
3	Consider principals' as having different needs, abilities, and aspirations from others	Male-led	132	2.98	7.91	0.01	-6.28	0.00
		Female-led	133	3.62				
		Total/Av.	265	3.3				
4	Helps principals to develop their strengths	Male-led	132	3.24	11.2	0.01	1.50	0.13
		Female-led	133	3.08				
	Average (weighted) mean in	Total/Av.	265	3.16				
		Male-led	132	2.90				
		Female-led	133	3.25				

The Sig (2-tailed) values of the four Intellectual Stimulation abilities of principals were found to be zero, which is below the critical significant figure 0.05. This implies there is significant difference between the abilities of female and male principals in performing the four practices under individual consideration. The weighted mean of the four items for female led school is equal to 133 which is greater than 132 in the male-led school, this show females principals carried out Individual Consideration activities slightly more than male leaders.

In sum, the quantitative results on the item raised related to transformational leadership styles show that female principals exceed male counterparts in all the factors of transformational of leadership style.

4.2.2.2 Transactional leadership styles:

Transactional leadership is a management style that focuses on the exchange of rewards and penalties to motivate followers, emphasizing clear tasks and structured goals. It is characterized by contingent rewards for good performance and management-by-exception, where leaders intervene only when performance standards are not met (Ebrahimi et al., 2017 and Dong, 2023). Transactional leadership is characterized by three main components: contingent rewards, active management by exception, and passive management by exception.

Contingent rewards-are incentives given based on specific performance outcomes, often used to enhance motivation and creativity in organizational settings. These rewards can vary in effectiveness depending on how they are perceived and allocated, highlighting the importance of fair evaluation procedures (Saether, 2020). To investigate if there exist significant difference between female leaders and male leaders to give different contingent reward to teachers, the responses of the subject of the studies are presented in the table given below.

Table 9. Independent t-test analysis on Contingent Reward

Items	Variables	School type	n	X	P	T _{cri}	T _{cal}	Sig (2-tailed)
	Contingent Reward							
1	Provides me with assistance in exchange for my efforts.	Male-led	132	3.37	4.94	0.03	4.00	0.00
		Female-led	133	2.91				
		Total/Av.	265	3.14				
2	Discusses in specific terms who is responsible for achieving performance targets.	Male-led	132	3.46	2.51	0.11	-3.79	0.00
		Female-led	133	3.27				
		Total/Av.	265	3.36				
3	Makes clear what one can expect to receive when performance goals are achieved.	Male-led	132	3.12	2.20	0.14	-3.5	0.001
		Female-led	133	3.55				
		Total/Av.	265	3.34				
4	Expresses satisfaction when I meet expectations.	Male-led	132	3.30	0.24	0.62	-3.65	0.00
		Female-led	133	3.70				
	Average (weighted) mean in.	Total/Av.	265	3.50				
		Male-led	132	3.31				
		Female-led	133	3.36				

The presence of significant differences between the means of female –led and male led schools were verified by comparing the calculated t –value (T_{cal}) with critical t value (T_{cri}). The principle is that if the critical t value is greater than the calculated t value, you fail to reject the null hypothesis, indicating that there is no significant difference between the groups being tested. In item 1 T_{cal} = 4.00 > T_{cri} = 0.03, in item 2 T_{cal} = [-3.79] > T_{cri} = 0.11, in item 3 T_{cal} = [-3.5] > T_{cri} = 0.14 and in item4 T_{cal} = [3.65] > T_{cri} = 0.65. As seen in all the four cases the critical t values are less than the calculated t values indicating there exist significant difference between female and male principals in doing the aforementioned contingent reward giving tasks. When we come to the fact who performed which tasks better, the mean values of female –led (2.91) and male led (3.37), female –led (3.27) and male led (3.46), female –led (3.55) and male

led (3.12) and female –led (3.77) and male led (3.30), were computed for first, second, third and fourth items respectively. These values show that female principals perform more than male colleagues awarding the staff what they will be rewarded when goals achieved and in expression of satisfaction when teachers meet expectations. On the other hand, male principals perform more than female colleagues in providing assistance to teachers in exchange for their efforts and awarding who is responsible for achieving performance targets.

Management-by exception (active) - is a leadership style where leaders proactively monitor and control activities, intervening at early signs of problems to correct issues before they escalate. This approach is part of transactional leadership and emphasizes early intervention and accountability for team members' performance. To investigate the practice of active Management-by exception employed by female and male leaders the data collected were tabulated as given below.

Table 10, Independent t-test analysis on Management-by exception (active)

Items	Variables	School type	n	X	P	T _{cal}	T _{cri}	Sig (2-tailed)
	Management-by exception (Active)							
1	Focuses attention on irregularities, mistakes, exceptions, and deviations from standards	Male-led	132	2.30	0.39	-1.60	0.86	0.11
		Female-led	133	2.50				
		Total/Av.	265	2.40				
2	Concentrates his/her full attention on dealing with mistakes, complaints, and failures	Male-led	132	2.70	0.02	-3.32	2.34	0.001
		Female-led	133	2.31				
		Total/Av.	265	2.51				
3	Keeps track of all mistakes	Male-led	132	2.50	0.00	-5.21	15.0	0.602
		Female-led	133	2.56				
		Total/Av.	265	2.53				
4	Directs my attention toward failures to meet standards	Male-led	132	2.68	0.49	4.27	0.69	0.00
		Female-led	133	2.13				
		Total/Av.	265	2.41				
	Average (weighted) mean in	Male-led	132	2.55				
		Female-led	133	2.38				
		Total/Av.	265	2.41				

In item 1 $T_{cal} = 1.60 > T_{cri} = 0.86$, in item 2 $T_{cal} = [-3.32] > T_{cri} = 2.34$, in item 3 $T_{cal} = 5.21 < T_{cri} = 15$ and in item 4 $T_{cal} = 4.27 > T_{cri} = 0.69$. As seen, in all cases (except in item 3) the critical t values are less than the calculated t values indicating there exist significant

difference between female and male principals in doing the aforementioned tasks related to **Management-by exception (active)**. But the result in item three shows there is no difference between female and male principals in performing a task of Keeps track of all mistakes. When we come to the fact who performed which tasks better, the mean values of female –led (2.50) and male led (2.30), female –led (2.31) and male led (2.70), female –led (2.56) and male led (2.50) and female –led (2.13) and male led (2.68), were computed for first, second, third and fourth items respectively. These values show that male principals perform more than female principals in all task related to management-by exception except in item one the task related to the focuses of the deviations of different issues from the standards.

Table 11. Independent t-test analysis on Management-by exception (passive)

Items	Variables	School type	n	X	P	T _{cal}	T _{crit}	Sig (2-tailed)
	Management- by exception (Passive)							
1	Fails to interfere until problems become serious	Male-led	132	2.68	0.24	1.84	1.18	0.007
		Female-led	133	2.41				
		Total/Av.	265	2.50				
2	Waits for things to go wrong before taking action	Male-led	132	2.79	0.29	2.74	1.06	0.006
		Female-led	133	2.35				
		Total/Av.	265	2.57				
3	if something is functioning well, there is no need to change it	Male-led	132	2.91	0.25	3.89	1.15	0.00
		Female-led	133	2.29				
		Total/Av.	265	2.60				
4	Demonstrates that problems must become chronic before taking action	Male-led	132	2.55	0.03	1.14	2.18	0.26
		Female-led	133	2.38				
	Average (weighted) mean in	Total/Av.	265	2.47				
		Male-led	132	2.73				
		Female-led	133	2.36				

In item 1 $T_{cal} = 1.84 > T_{cri} = 0.007$, in item 2 $T_{cal} = 2.74 > T_{cri} = 1.06$, in item 3 $T_{cal} = 3.89 > T_{cri} = 1.15$ and in item 4 $T_{cal} = 1.14 < T_{cri} = 2.18$. As seen, in all cases (except in item 4) the critical t values are less than the calculated t values indicating there exist significant difference between female and male principals in doing the aforementioned tasks related to Management-by exception (passive). But the result in item four shows there is no

difference between female and male principals in demonstrating the fact that problems must become chronic before taking. When we come to the fact who performed which tasks better, the mean values of female –led (2.41) and male led (2.68), female –led (2.35) and male led (2.79), female –led (2.29) and male led (2.91) and female –led (2.38) and male led (2.55), were computed for first, second, third and fourth items respectively. These values show that male principals perform more than female principals in all the four tasks related to management-by exception (passive).

Independent t-test analysis on Laissez- Faire

4.2.2.3 Laissez- Faire leadership - is a style where leaders take a hands-off approach, allowing group members to make decisions and manage their own work with minimal guidance. This leadership style is characterized by a high degree of autonomy for team members, who are expected to be skilled and self-motivated (Cherry, 2024).

Table 12. Independent t-test analysis on Laissez- Faire

Items	Variables	School type	n	X	F	P	T _{cal}	Sig (2-tailed)
	Laissez- Faire							
1	Avoids getting involved when important issues arise	Male-led	132	1.55	0.07	0.79	1.91	0.06
		Female-led	133	1.44				
		Total/Av.	265	1.50				
2	Is absent when needed	Male-led	132	2.50	2.34	0.13	2.31	0.2
		Female-led	133	2.13				
		Total/Av.	265	2.32				
3	Avoids making decisions	Male-led	132	2.21	1.72	0.19	-0.15	0.9
		Female-led	133	2.24				
		Total/Av.	265	2.23				
4	Delays responding to urgent questions	Male-led	132	2.31	0.10	0.75	0.61	0.51
		Female-led	133	2.22				
		Total/Av.	265	2.27				
	Average (weighted) mean in	Male-led	132	2.14				
		Female-led	133	2.00				
		Total/Av.	265	2.07				

The Sig (2-tailed) values of the four items posed related to Laissez- Faire practices were found to be 0.06, 0.20, 0.9 and 0.51 for item 1,2,3,4, respectively. This numerical data illustrate that all Sig (2-tailed) scores have value >0.05 , except in the second item Sig (2-tailed) = $0.2 < 0.05$. This

shows there is no significant differences between female and male principals in Laissez- Faire practices related to (ignorance when important issues arise, being absent when needed and avoiding making decisions. On the other hand, the statistical values in item two indicate the presence of significant difference between female and male principals related to becoming absent when needed.

When we come to the fact who performed which tasks better, the mean values of female –led (1.44) and male led (1.55), female –led (2.13) and male led (2.50), female –led (2.24) and male led (2.21) and female –led (2.22) and male led (2.31), were computed for first, second, third and fourth items respectively. These values show that male principals perform more than female principals in all the attributes related to laissez- faire, except the practice of avoids making decisions.

Dominant leadership styles adopted by male and female principals

This section, presents how the three leadership styles (transformational, transactional and, Laissez- Faire leadership) were adopted by female and male principals.

Table 13, Assessment of overall leadership style

			Weighted mean female –led across Factors	Weighted mean male –led across Factors
1	Transformational Leadership	Idealized Influence (Attributed)	3.62	3.34
		Idealized Influence (Behavior)	3.64	3.35
		Inspirational Motivation	3.39	2.84
		Intellectual Stimulation	3.59	3.20
		Individual Consideration	3.25	2.90
	Weighted mean across leadership style		3.46	3.13
2	Transactional Leadership	Contingent Reward	3.36	3.31
		Management-by exception (Active)	2.38	2.55
		Management- by exception (Passive)	2.36	2.73
	Weighted mean across leadership style		2.7	2.86
3	Laissez- Faire	Laissez- Faire		
	Mean		2.00	2.14

Each of the nine factors consists of four items and their weighted means were calculated by taking the average means of the response of the items.

Regarding to transformational leadership, the scores from the female-led school indicate the highest weighted mean = **3.62** was obtained in idealized influence (behavior) factor and the least weighted mean =3.25 was found in individual consideration factor. On the other hand, the scores from male-led school indicate that the highest weighted mean =3.35 was obtained in idealized influence (attributed) factor and the least weighted mean =2.84 was found in inspirational motivation factor. For female led school, the weighted mean of all the five factors in transformational leadership is 3.46. This value falls in the category $3.41 < x < 4.20$ of the five scale Likert scale which is interpreted to be at high value. Again, for male led school the weighted mean of all the five factors in transformational leadership is 3.13. This value falls in the

category $2.61 < x < 3.20$ of the five scale Likert scale which is interpreted to be at moderate value. The numerical value showed that transformational leadership was adopted by female and male principals at higher and moderate extent, respectively.

On the subject of transactional leadership, the scores from the female led school indicate the highest weighted mean =3.36 was obtained in contingent reward **and** factor and the least weighted mean =2.36 was found in management-by exception (Passive) factor. In similar way, the scores from male-led school indicate that the highest weighted mean =3.31 was obtained in contingent reward factor and but the least weighted mean =2.54 was found in management-by exception (active). The weighted mean of all the three factors in transactional leadership is 2.7 for female-led schools. This mean value 2.7 falls in the category $2.61 < x < 3.40$ of the five scale Likert scale which is interpreted to be a moderate value. Again, the weighted mean of all the three factors in transactional leadership is 2.86 for male-led schools indicating 2.86 also falls in the category $2.61 < x < 3.40$ of the five scale Likert scale which is interpreted to be a moderate value like female led schools. The numerical value showed that transactional leadership was adopted by female and male principals at moderate extent.

Regarding to laissez- faire leadership, the weighted means of the four items is 2.00 for female led school and 2.14 for male-led schools. Both the mean values fall in the category $(1.81 < x < 2.60)$ and are interpreted at low level. The statistical value showed that even if male principals exceed female counterparts, laissez- faire leadership was adopted by both female and male principals at low extent as interpreted in Likert scale.

4.2.3 Effect of Gender on the relationship between of leadership styles and leadership effectiveness.

The general form of the moderated regression equation is given as $Y = b_0 + b_1X_1 + b_2X_2 + b_3(X_1 \times X_2) + \varepsilon$ where **Y** = Dependent variable, **X1** = Independent variable, **X2** = Moderator variable, **b0** = Intercept (constant term), **b1** = Coefficient for the independent variable, **b2** = Coefficient for the moderator variable, **b3** = Coefficient for the interaction term ($X_1 * X_2$) and ε = Error term.

Table 14. Model Summary of Moderated regression

Model	R	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
				R Square Change	F Change	Sig. value
1	0.38	0.71	0.68	0.82	3.92	.002

In the table the significance value = .002 <0.05 at high F value =3.92. The significance value suggests the relationship between the leadership styles and leadership effectiveness varies based on the gender of principals. The F-value suggests that at least one leadership style or interaction term contributes to explaining the variance in the leadership effectiveness. On the other hand, the fitness of the model was measured by adjusted R square =0.71 which fall in the acceptable range of change of model fitness. This shows that more than half of the variance in leadership effectiveness can be explained by the interaction of the three leadership styles and with gender. This clearly verifies the gender of principals has a significant effect in the relationship between the leadership styles of principals and their leadership effectiveness.

4.2.4 Qualitative Analysis

The quantitative analysis from the Multifactor Leadership Questionnaire (MLQ) combined with qualitative insights from interviews and document analysis help to triangulate the findings and get more valid result.

4.2.4.1. Analysis of school Effectiveness across gender of Principal

Regarding to measure of school effectiveness with effective utility of resource, four of the principals (MP₁, MP₂ FP₁and FP₂) reported that they optimize financial, material, and human resources for effective school operations. Supporting this one of the secondary school supervisor SS₁ replied that

“In the study area financial decisions are typically made by involving relevant stakeholders, such as school administrators, teachers, and parents, in accordance with established financial regulations”. Interview (September, 23, 2025).

On the other hand even if similar responses were got in expending resources for prioritized learning activities the document analysis result in Tikur Amebas Secondary school indicated that

certain purchasing activities were done in the sample school violating the finance rule. Probing this activity the researcher asked the MP₁ who replied as

‘There is no code in school budget to operate certain activities such as running co-curricular activities particularly science innovations, giving financial support for teachers who got injured on work etc. In these cases we will be forced to finance these activities from training budget by discussing with teachers and getting their agreement’. (September, 3, 2025).

Again the researcher checked how these problems were solved in female –led school and one of the interviewee FP₂ told that

“We get finance to run co-curricular activities by finding sponsor from different nongovernmental organization such as chemical factories that help for running students’ creativity works”. (September, 3, 2025).

Regarding to other interview item on how effectively to planning to run school operations, the result obtained from three of secondary school supervisor (SS₂, SS₃, and SS₅) indicated that in female led school, school plans had been developed in more participatory approach than in male led schools. Similarly, document analysis made in Dj/ Belay Zeleke secondary school(female – led) and Tikur Anbesa secondary school (male- led); the minute of meeting showed that school plan made in the former school in more participatory approach than the later school.

Regarding to People oriented approach and interpersonal skill, the researcher had compared the interview conversation with three female and there male principals and was able to explore that again female principals exhibit the above activities more than their male peers. These fact can be supported by various research works such as (Belcher, & Messner, 2009, Parmindar & Singh, 2023and Bush, etal 2022).

On the subject of forming high parent participation in school affairs one of the secondary school supervisor SS₅ emphasized that

“Female principals in the three secondary schools are more involved in parental engagement in school activities like planning, overseeing class instruction, managing finances, and monitoring teaching than their male counterparts” (September, 28, 2025).

Pertaining to the overall performance of both male and female principals were asked how effectively did they meet their objectives. Two of the female principals (FP₁ and FP₂) replied that they have attained most of their school objective and the remaining FP₃ replied that they carried out all the school's objective. On the other hand three of the male principals (MP₁, MP₂ and MP₃) reported that they have attained the majority of their school objectives. The document analysis made in Arada sub city education office, the BSC automation result showed that the performance of female led secondary schools are (Dj/ Belay Zeleke =95% W/ro Kelemework =89% and Agaziyan secondary school=91 %) and that of male led secondary schools (Tikur Anbesa =94% D/Miliniik =84% and Meskerem secondary school=93 %). The average BSC performance of female led secondary schools =91.5% is greater than male's average 90.33%.In sum.

4.2.5 Leadership styles across a gender of a leader

Transformational Leadership Style

Interview item the first item of transformational leadership styles of principals about leading a significant change in primary school, the majority of female principals (FP₁ and FP₃) reported that they first create vision together with the team, guild and follow up the vision activities and inspire and motivate the team toward accomplishing a common goal. On the other hand, three of the male principals((MP₁, MP₂ and MP₃) reacted to the same item by saying that they first discuss about the issue with school bodies then plan and provide clear direction for accomplishing the intended change.

To another question posed on transformational leadership style about Whether principals do use strategies to develop future leaders within your organization, one secondary school supervisor SS₃ replied that

“Yes ,female principals perform more than male peers in using various strategies that include discussing mentorship programs, providing opportunities for professional development, and encouraging collaboration among team members to foster leadership skills” (September, 30, 2025) .

In sum the qualitative result of the responses of the interviewees and result from document analysis on the item raised related to transformational leadership styles show that, female principals exceed male counterparts in all the factors of transformational of leadership style.

Transactional leadership

Concerning to the reward system, motivating school bodies during challenging times, the secondary school supervisor SS₄ reported that

‘Principals in female led school often recognize top-performing teachers through specific, positive feedback, and incentives from local businesses. These rewards can be given during events like Teacher Appreciation Week or as part of regular performance reviews to foster a supportive and motivating environment’. (September, 27, 2025)

This interview result was supported by the data obtained in document analysis made in the teacher’s department vice director office Dj/ Belay Zeleke secondary school (female –led) and Tikur Anbesa secondary school (male- led) Accordingly, the reward certificates attached in teacher’s portfolios indicate the presence of motivation system in both schools for best performer teachers, but the frequency of motivation in female-led school is slightly greater than male led schools.

Regarding to the rest transactional leadership activities such as set clear expectations and performance standards for your team, three of the secondary school principals (SS₂, SS₃ and SS₄) reported that even if similarity observed to some extent, male leaders do more setting clear objective then reward for performers and form a system of accountability for under performers for punishment than female principals.

Laissez-faire

Regarding to delay for decision and taking action for teachers who showed absenteeism, responses of the two of the female principals (FP₂ and FP₃) and three of the male principals (MP₁, MP₂ and MP₃) show that both leaders moderately take decision on time and taking action when the rule of the school are violated.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This study was aimed to investigate the effect of gender difference in leadership effectiveness in government secondary schools of Arada sub-city. In this regard, the study attempted to answer the following basic research questions:

1. What is the extent of female leadership effectiveness in government secondary school of Arada sub city?
2. Which leadership styles are dominantly exhibited by male and female principals in government secondary school of Arada sub city?
3. To what extent does gender of principals affects the relationship between leadership style and leadership in government secondary schools in Arada sub city?

In general, this chapter presented the summary of major findings, conclusion and possible recommendations of the study presented by categorizing in the order of the above basic questions raised.

5.1 Summary of the Major Findings of the study

5.1.1 The Extent of Principals' Leadership Effectiveness

Regarding to using resources to do all school operations effectively, the quantitative finding at Sig. (2-tailed) = 0.76 and interview reports show there is no significant difference between male and female principal related to the aforementioned activity.

Concerning to developing effective plan, clarifying and monitoring school activities, the numerical analysis at Sig. (2-tailed) = 0.30 and the result from document analysis indicate that there is no significant difference between male and female principal in performing the aforesaid practice. But the result from the qualitative data revealed the process of planning was more participatory in female-led primary schools.

With respect to motivating teachers for achieving school goals, the statistical data at Sig. (2-tailed) = 0 shows that statistically significance difference is observed between the two schools indicating female –led schools more likely to motivate teachers for achieving school goals.

Concerning maintaining interpersonal relations, supporting and empowering teachers, the quantitative finding at Sig. (2-tailed) =0.00 and the interview result show that statistically

significance difference is observed between the two schools showing female principals perform the task (show the behavior) more than male-led schools.

Pertaining to implementing the change through innovation to influence school culture the numerical figure at Sig. (2-tailed) =0.00 visualizes significance difference exist in which male principals were better in performing this activity.

Regarding to empowering teachers in leadership share, the quantitative result with Sig. (2-tailed) = 0.00 shows statistically significance difference is observed between female and male principals in which the former empower more teachers in leadership than the latter.

with respect to networking with external environment to enhance effective educational activities, the quantitative data at Sig. (2-tailed) =0.01 and the qualitative result of interview and document analysis results show statistically significance difference is observed between female and male principals such that male leaders do this task more than female counterparts.

Concerning to monitoring educational activities with external environment the statistical number at Sig. (2-tailed) =0.28 shows no significant difference exists between the male-led and female-led schools related to doing this function.

5.1.2 Dominant leadership styles adopted by principals

Transformational leadership style

Concerning to idealized influence attribute as transformational leadership dimension, significant difference existed between female and male principals related to attributes of association of principals with teacher, going beyond self-interest for the good of a group, building teachers' respect for principal and principal's confidence at the Sig (2-tailed) values of 0.01, 0.00, 0.02 and 0.00, respectively. In all of these female leaders more displayed idealized influence attributes more than male peer.

Regarding to idealized influence behavior as transformational leadership dimension, significant difference existed between female and male principals related to behaviors of considering the consequences of decisions and having a collective sense of mission at Sig (2-tailed) values of 0.00 for both. These two idealized influence behaviors were more exhibited by female principals. On the other hand no significant difference existed between male and female principals at Sig (2-tailed) 0.27 and 0.44, respectively for idealized influence behaviors related to Principals' values or beliefs and having a strong sense of purpose,

Pertaining to inspirational motivation as transformational leadership dimension, significant difference existed between female and male principals related to features like optimistic look about future, eagerness for the task to be accomplished, articulating future vision and confidence on goal achievement at sig (2-tailed) values of the four items all are zero. The quantitative findings and interview result reveal that except about articulating future vision in all the three inspirational motivation elements female principal better showed these motivational features than male counterparts.

With respect to intellectual stimulation as transformational leadership dimension, significant difference existed between female and male principals related to aspect like Re-examine critical assumptions, looking from different perspectives and providing new ways of looking at sig (2-tailed) values of all the items all are zero. The quantitative findings and interview result reveal that female's principals carried out intellectual stimulation abilities slightly more than male leaders.

In general the quantitative finding and qualitative result (from interview and document analysis) shows female principals adopt more transformational types of leadership style than their male colleague.

Transactional leadership style

Pertaining to contingent reward as transactional leadership style dimension, significant difference existed between female and male principals related to activities of providing assistance in exchange, specify the responsible person for performance targets, inform what is rewarded when performance goals are achieved and expresses satisfaction when expectations meet at the Sig (2-tailed) values of equals to zero for all the four activities. In all of these female leaders more displayed idealized influence attributes more than male peer. The mean value for the four contingent reward activities show that female leaders exceed males in the first and second activities and male leaders exceed female leaders in the third and fourth activities.

Related to management-by exception (active) as transactional leadership style dimension, significant difference existed between female and male principals related to activities of focusing attention on irregularities, giving full attention for failure, and attention toward failures to meet standards at the Sig (2-tailed) values of 0.11, 0.001 and 0.00, respectively. From these three activities male principals exceed female in the first and the third activities while male principals perform better in the second activity. On the contrary no significant difference existed between female and male principals related to keeping track of all mistakes.

Concerning Management- by exception (Passive) as transactional leadership style dimension significant difference existed between female and male principals related to behavior of failing to interfere until problems become serious, waits for things to go wrong and not changing functioning system at the Sig (2-tailed) values of 0.007,0.006, and 0.00 respectively, On the other hand, no significant difference existed between the two type leaders related to activity of demonstration of problems to be chronic before taking action at the Sig (2-tailed) values of 0.26. These values show that male principals perform more than female principals in all the four tasks related to management-by exception (passive).

Laissez- Faire leadership style

Regarding to laissez- faire leadership style, both the quantitative analysis and interview response indicated that no significant difference existed between female and male principals related to activities of avoids getting involved when important issues arise, being absence when needed, avoiding making decisions and delays responding to urgent questions at Sig (2-tailed) values, 0.06,0.2, 0.9 and 0.51 respectively.

The overall Dominant leadership styles adopted by principals

By comparing the grant means of the three leadership styles, the investigation made indicated that transformational leadership styles more dominantly adopted by both male and female leaders than Transactional and Laissez- Faire Leadership style. When we looked the existence of difference in leadership style between the two type leaders, the finding indicated that female leaders more dominantly adopted transformational leadership with \bar{x} =3.46 than male leaders with \bar{x} =3.13. On the other side the study showed that male leaders more dominantly adopted Transactional Leadership with \bar{x} =2.86 and Laissez- Faire Leadership style with \bar{x} =2.86 more than female leaders with weighted mean 2.7 and 2.00 for Transactional and Laissez- Faire Leadership style, respectively.

5.1.3 Effect of gender on the relationship between leadership styles on leadership effectiveness.

The finding of the study showed that statistically significance difference observed between the three groups (Transformational Transactional and Laissez- Faire Leadership style) in predicting leadership effectiveness of principals. All in all the study finding showed that the gender affects the relationship between the leadership style and leadership effectiveness of principals.

5.2 Conclusion

In view of the foregoing findings, the researcher made a number of conclusions which are presented in order of the objectives of study:-

Regarding principals' leadership effectiveness, the findings of the study revealed that a significant difference exists between female and male leaders in most leadership practices or dimensions, with female leaders exceeding their male counterparts in many areas. By recognizing and acting on these better leadership practices, secondary school can foster a more equitable and effective leadership landscape.

Regarding the type of the three leadership styles adopted by principals of each sex, the result of the findings indicate female principals excel in all five factors of transformational leadership compared to their male counterparts; related to transactional leadership styles, except for the contingent factor, male principals outperform their female peers in the other factors. On the part of the third leadership style the study shows, male leaders are equally or slightly more likely to adopt a laissez-faire leadership style. In sum, females out perform in transformational leadership style and one factor of transactional leadership whereas male exceed females in most of transactional leadership styles. These implications suggest a need for school to recognize and leverage the strengths of both genders in leadership roles, fostering a more inclusive and effective leadership in secondary schools.

As a major finding, the study revealed that the gender of the principal affects the relationship between the type of leadership style and the principals' leadership effectiveness. This implies that the effectiveness of a principal's leadership style may vary based on their gender, indicating that gender dynamics could play a significant role in school leadership. This could lead to a reevaluation of leadership training and development programs to consider gender influences on leadership effectiveness.

5.3 Recommendations

In the light of the findings of the study and conclusions drawn, the following recommendations were forwarded to improve the female leadership participation in the study area.

1. Identifying the weakness and the strength in both sex leaders help the woreda education office and sub-city education offices to design training at secondary school level to improve the leadership capacity of principals.
2. In most of the leadership styles female principals better perform in sample school. Therefore, woreda education office, sub-cities and the Addis Ababa Education Bureau should encourage female teachers to come to the school leadership position by implementing policies and practices aimed at increasing the representation of female leaders in secondary school during recruitment.
3. The study indicated female leaders have shown to be more effective in many aspects than male counterparts, consequently secondary school administration should create awareness creation programs through penal discussion to enhance the self-confidence of female teachers to inspire in leading roles.
4. Addis Ababa education burro is expected to recognize and leverage the strengths of both genders in leadership roles which helps to design leadership development to produce effective leaders in both gender.
5. MoE is expected to review policy strategies in order to address unique weakness of both male and female principals through leadership department programs.

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7. APENDEX

Addis Ababa University

COLLEGE OF EDUCATION AND LANGUAGE STUDIES

Educational Leadership and Management

Questionnaire to be filled by school teachers and non-teaching supporting staff

General Information

The purpose of this questionnaire is to collect information on the research entitled with “Gender difference in leadership effectiveness of government secondary school of Addis Ababa”. Hence you are kindly requested to give genuine and full responses for all questions. Your responses will be kept confidential and used only for academic purpose. Please do not maletion your identity in any part of this questionnaire.

THANK YOU FOR YOUR COOPERATION

Part I:-Personal Information

1.1 Name of the school :-

1.2 Position:-

1.3. Sex :- Male female

1.4. Age:- < 25 Years 25-30 years 31-35years
36-40 Years >40 years

1.5 Education status:- MA/MSC BA/BSC Diploma Other

1.6 years of service (in education sector).

≤ 5 years 6- 10 years 11-15 years ≥16 years

PART II: BASIC DATA

Teachers and non-teaching supporting staff opinion Survey- Multifactor Leadership Questionnaire (MLQ)

Instruction -Below are items constructed with MLQ to assess the type of leadership style (transformational, transactional, laissez-faire leadership style) adopted by principals of your school .Each item contains five responses. The alternate chooses are five point Likert scale system of 1=Strongly Disagree (SD), 2= Disagree(D), 3=Not decided (ND), 4= Agree (A), and 5=Strongly Agree (SA), or 1=very low (VL), 2= low (L), 3=Moderate (M), 4= High (H), and 5=Very High (VH). Please indicate the extent of your agreement or disagreement with each statement as accurately as you can by ticking only one of the following rating scales.

1 Extent of Effectiveness of principals

Direction: -Below are three items that show the extent of effectiveness of principals as measured by Yukl’s (2006) leadership assessment constructs. Please show your agreement on socio cultural factors affecting female leadership effectiveness by putting (X) in the box against the choices: 1= Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, 5 = Strongly Agree.

	STATEMENTS /ITEMS/	VL	L	M	H	VH
No	To what extent do you belief female leaders are effective in doing the following g activities the following					
	Task Oriented Functions					
1	Your school principal uses resources effectively to do all school operations effectively.					
2	Your principal does effective planning, clarifying and monitoring school activities.					
	Relations Oriented Leadership Behavior					
1	Principal motivates teachers to raise their awareness of achieving goals.					
2	Maintaining interpersonal relations, supporting and empowering teachers.					
	Change Oriented Leadership Behavior					
1	Implementing the change trough innovation to influence school culture.					
2	Setting vision for better future that is accomplished by empowering teachers.					
	External Leadership Behavior					
1	Networking with external environment to enhance effective educational activities.					
2	Monitoring educational activities with external environment					

2.2 Extent of Effectiveness of Female Leader

Direction: - Below are three items that show the extent of effectiveness of female leader

Please show your agreement on socio cultural factors affecting female leadership effectiveness

by putting (X) in the box against the choices: 1= Strongly Disagree, 2 = Disagree, 3 =

Undecided, 4 = Agree, 5 = Strongly Agree.

	STATEMENTS /ITEMS/	1	2	3	4	5
	Questionnaire teachers Opinion Survey					
1	Provides me with assistance in exchange for my efforts					
2	Re-examines critical assumptions to question whether they					
3	Fails to interfere until problems become serious					
4	Focuses attention on irregularities, mistakes, exceptions, and deviations from standards					
5	Avoids getting involved when important issues arise					
6	Talks about their most important values and beliefs					
7	Is absent when needed					
8	Seeks differing perspectives when solving problems					
9	Talks optimistically about the future					
10	Instills pride in me for being associated with him/her					
11	Discusses in specific terms who is responsible for achieving					
12	Waits for things to go wrong before taking action					
13	Talks enthusiastically about what needs to be accomplished					
14	Specifies the importance of having a strong sense of purpose					
15	Spends time teaching and coaching					
16	Makes clear what one can expect to receive when					
17	Shows that he/she is a firm believer in "If it isn't broke,					
18	Goes beyond self-interest for the good of the group					
19	Treats me as an individual rather than just as a member					
20	Demonstrates that problems must become chronic					

	STATEMENTS /ITEMS/	1	2	3	4	5
	Questionnaire teachers Opinion Survey					
21	Acts in ways that builds my respect					
22	Concentrates his/her full attention on dealing with mistakes,					
23	Considers the moral and ethical consequences of decisions					
24	Keeps track of all mistakes					
25	Displays a sense of power and confidence.					
26	Articulates a compelling vision of the future					
27	Directs my attention toward failures to meet standards					
28	Avoids making decisions					
29	Considers me as having different needs, abilities, and					
30	Gets me to look at problems from many different angles					
31	Helps me to develop my strengths					
32	Suggests new ways of looking at how to complete					
34	Delays responding to urgent questions					
35	Emphasizes the importance of having a collective sense of					
36	Expresses satisfaction when I meet expectations					
	If you have any additional commalets, Please write here under, _____					

Mitigation Action taken to enhance Leadership Effectiveness

46. What measures do you suggest for your principal to enhance leadership effectiveness through employing effective leadership styles?

Thank you for your cooperation.